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ABSTRACT

The report summarizes data related to funding and implementation of the Education of the Handicapped Act, Title VIB New York Program, a statewide educational effort with a goal of aiding handicapped children to become as self-sufficient as their handicaps permit. Following an overview are chapters focusing on fiscal characteristics (sources of data, budgeted expenditures, and allocation); project characteristics (distribution of projects by school term, noninstructional projects, target population characteristics, participation by instructional area and handicapping condition, and staff characteristics); and achievement in reading and mathematics of handicapped project participants. Appended are program descriptor and achievement statistical data. (SBH)

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FOREWORD

The 1975-76 Annual Report for EHA Title VIB conforms to requirements set forth by the U. S. Office of Education by providing an annual summary of efforts under this law in New York State to provide educational services for handicapped pupils. Local district personnel are responsible for collecting evidence indicating that projects for handicapped youngsters have an impact on pupil behavior. This report summarizes data related to project funding and implementation.

Statistical tables were constructed by Robert Miller and the section on program descriptors was developed by Gloria Bradshaw under the supervision of George A. Cronk, Jr. Primary responsibility for the report was held by Eileen Kelly. The document was prepared in the Bureau of School and Categorical Programs Evaluation, Division of Research for the Office for Education of Children with Handicapping Conditions.

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CHAPTER I

OVERVIEW

The EHA, Title VIB Program was conceived as a statewide educational effort with a goal of aiding children with handicapping conditions to become as self-sufficient as their handicaps permit.

During the 1975-76 fiscal year, the State of New York expended approximately $9.8 million dollars[1/] for the Education of the Handicapped Act, Title VIB projects conducted by Local Education Agencies (LEAs). The State's effort was undertaken to provide for the special educational needs of children with handicapping conditions both within the realm of Public Law 91-230 as amended by Public Law 93-380 and through the plans and priorities of the Board of Regents. The title provided grants to the states for initiation, expansion, and improvement of programs for children with handicapping conditions at preschool, elementary, and secondary levels. Projects eligible for funding consideration within Part B were submitted by local public agencies including Boards of Cooperative Educational Services (BOCES). Such projects were directed towards improvement of the educational achievement of the handicapped child.

In light of the preceding considerations the program priorities within Part B of Title VI representing areas of emphasis in fiscal year 1976 were:

1) preschool instructional programs with the main emphasis on basic skills areas of speech and language, math and reading readiness.

2) resource room programs, which provided individual attention and extra academic support for the handicapped child without removing him or her from the peer group for the entire day.

3) itinerant teaching programs which, along with resource rooms, have provided many handicapped children, previously confined to special classes, the opportunity to function with other children in regular classrooms for at least a portion of the day.

4) developmental funding for New York State Network of Special Education Instructional Materials Centers (SEIMCs) which provided inservice training, dissemination of new methods, materials and techniques for teaching handicapped children, as well as computer based resource units.

1/ FY 1975-76 allocation plus carryover from FY 1974-75.

This report describes the nature of the target population by such factors as academic area treated, handicap, and other demographic considerations. Included also are descriptive statistics addressing the types and numbers of staff. Due to the nature of teacher training projects and the Special Education Instructional Materials Centers (SEIMCs) which did not deal with isolated populations of children per se (e.g., a SEIMC was used by all the teachers in a school and benefitted both the handicapped and non-handicapped children), descriptive information on these programs is presented separately except where otherwise stated. Of the 239 funded projects, 70 were "child-find" activities, teacher training projects or SEIMC related.

The education effort was dual faceted. The first facet involved direct remedial education for children with handicapping conditions, with the primary emphasis on the improvement of the basic skills areas of reading and mathematics as well as the facilitation of speech and language and time and good motor development. The second facet was concerned with the development, expansion and improvement of Special Education Instructional Materials Centers (SEIMCs), Teacher Training and "child-find" projects.

Teacher training projects were designed to improve those staff skills needed to meet the special needs of this target population. SEIMCs, a priority area for Title VIB, were centers which provided inservice training for teachers, evaluation and special education instructional materials, computer-based resource units and training in the use thereof. SEIMCs were also instrumental in the introduction of promising or innovative techniques for dealing with children with handicapping conditions. "Child-find" projects were primarily concerned with identifying, diagnosing, and prescribing education for each handicapped child who was in the district but was not receiving educational services.

During the 1975-76 school year and the following summer, 239 projects consisting of 169 projects concerned with instructional services and 70 SEIMC, "child-find," or Teacher Training projects, were conducted. The largest portion of these projects, 153, operated an average of 40 weeks for 21 hours per week during the regular school year. Ten were year-long projects operating for 52 weeks per year and averaging 37 hours per week. Six projects took place during the summer, operating an average of seven weeks for 35 hours per week. There were 32,681 reported project participants receiving remedial treatment including 6,294 who received instruction in reading, 5,976 in mathematics, and 6,320 in speech and language facilitation.

Budgeted expenditures for fiscal year 1975-76 approximated $9.8 million with the largest portion of these funds (20.8%) going to speech development (therapy) and English Language Arts. Reading and math received 18.5 and 14.3 percent of the budgeted funds, respectively. Eleven and one half percent (11.4%) was budgeted to the non-instructional SEIMCs Teacher Training, and "Child-find" projects.

As a guide for targeted services, the Regulations of the Commissioner of Education identified nine general handicap categories. The largest percentage of participants was classified as Emotionally Disturbed (44.2% or 14,460). Title VIB services for these students amounted to $3.5 million or 35.5 percent of the budgeted monies.

The second largest category receiving services consisted of 5,534 Multiple Handicapped participants (16.9% of all project participants). Approximately $2 million, or 20.6 percent, of all funds were directed at these pupils.

Overall, the State obligated or expended approximately $9.8 million of fiscal 1975 carryover and 1976 EHA, Title VIB monies for these projects. The effort purchased the services of 577 staff members consisting of 31 supervisors or administrators, 312 teachers and other professionals, and 234 paraprofessionals or nonprofessionals.

CHAPTER 2

FISCAL CHARACTERISTICS

In the fiscal year 1976, approximately $9.8 million was budgeted for projects under EHA, Title VIB. The following section describes budgeted expenditures ($9,802,905) to instructional and noninstructional projects by handicapping conditions and services provided.

Sources of Data

In the grant proposals for EHA, Title VIB funding, district administrators indicated the instructional plan to be used to address the pupil needs. The proposal also described the handicapping conditions of the pupils to be served, the behavioral objectives, and the instructional activities. Also specified were the numbers and specialization of staff members as well as the amount of inservice or preservice training necessary to increase staff skills for implementation of proposed instructional activities.

The data for this report were abstracted from information provided by the Local Education Agencies (LEAs) in their twice yearly evaluation and monitoring reports. However, acceptable evaluation reports were not submitted by some of the funded projects in time to be included in this report. The summaries provided here were prepared from the grant proposals when the evaluation reports were not available.

Budgeted Expenditures

Districts submitted an estimated cost for each major instructional and support service area. While these costs reflect estimates made by LEAs before the start of the project and do not reflect amendments, the overall trend in budgeting and need area may be inferred from illustration 1.

Budgeted expenditures of approximately $1,812,448 for instruction in reading, $1,402,807 for mathematics, $50,276 for science, and $1,799,994 for English Language Arts (a category used by the agencies to designate instruction in areas which facilitate language skills) were allocated. Illustration 1 displays the proportion of resources budgeted in instructional and noninstructional areas. Figures reflect resources budgeted to direct instructional areas as well as to SEIMC ($480,135), Teacher Training Projects and "Child-find" activities ($637,770). The total budgeted funds were $9,802,905 for both direct and indirect pupil treatments.

Illustration 1

Distribution of Resources to Instructional and Noninstructional Areas in Pupil Treatment Projects

(Base = $9,802,286)

Category	Dollar Amount	Percent
Reading	$1,812,448	18.5
English Language Arts	1,799,994	18.4
Mathematics	1,402,807	14.3
Vocational/Occupational Education	1,204,334	12.3
Child-Find, SEIMC, Teacher Training	1,117,905	11.4
Other	644,512	6.6
Pupil Personnel Services	445,350	4.5
Adult Development	304,339	3.1
Learning Disabilities	256,460	2.6
Speech	234,810	2.4
Support Services	221,593	2.3
Health Education	187,144	1.9
Social Studies	68,751	.7
Science	50,276	.5
Cultural Enrichment	44,206	.4
Curriculum Development	7,357	.1
	$9,802,286	

Illustration 2 depicts the distribution of resources by handicapping condition for these same projects excluding SEIMC, Teacher Training, and "Child-Find." The data in illustration 2 (based on $8,684,381) indicate that Emotionally Disturbed students received the largest portion (40.1%) of Title VIB instructional and support funds.

Illustration 2

Distribution of Resources by Handicapping Condition

(Base = $8,684,381)

Category	Dollar Amount	Percent
Emotionally Disturbed	$3,484,803	40.1
Multiple Handicapped	2,016,021	23.2
Trainable Mentally Retarded	973,386	1.2
Educable Mentally Retarded	778,780	8.9
Physically Handicapped	413,339	4.8
Visually Impaired	377,885	4.4
Speech Impaired	274,922	3.2
Hard of Hearing	220,730	2.5
Crippled	144,515	1.7
	$8,684,381	

The data in appendix A table 1 represent the amount of monies budgeted for each instructional category and support service for the pupils by handicapping condition. The data in table 1 show that $3,334,282 or approximately 38.4 percent of all resources for pupil instructional projects were allocated for instruction in basic skills areas of reading, math, science, and social studies. Additionally, $2,034,804 were dedicated to speech and language arts activities. Illustration 3 displays the distribution of the speech and language arts by the various handicap categories. Twenty-six percent of the funds were budgeted to Emotionally Disturbed students and 23 percent to students with Multiple Handicaps.

The language arts components were aimed at the improvement of language development skills. These activities were concerned with improving verbal expression and expanding vocabulary. Remedial help was also provided in the areas of auditory memory and discrimination, spatial relations, classification, categorization, general information, and syntax. These subskills were considered to be the foundation of a functioning language system. The speech components provided activities aimed at the speech production dimension of the language system.

Approximately 23 percent of the resources budgeted to the instructional projects was used to provide language and speech instruction for 6,320 participants (19% of the total number).

Illustration 3

Distribution of Resources to Speech/Language Arts Areas

(Base = $2,034,804)

Category	Dollar Amount	Percent
Emotionally Disturbed	$ 531,114	26.1
Multiple Handicapped	465,486	23.0
Educable Mentally Retarded	357,394	17.6
Speech Impaired	224,606	11.0
Hard of Hearing	126,530	6.2
Physically Handicapped	118,627	5.8
Trainable Mentally Retarded	76,257	3.7
Visually Impaired	74,253	3.6
Crippled	60,537	3.0
	$2,034,804	

Allocation

During the 1975-76 fiscal year the Federal Government allocated $7,940,709 for EHA, Title VIB. As of June 1976, $9.8 million, including both FY 1975 carryovers and 1976 funds, had been obligated or expended by participating local education agencies. The funds provided services for over 32 thousand participants and supported 577 staff positions. These monies supported 239 projects, 23 of which were conducted in New York City.

CHAPTER III

PROJECT CHARACTERISTICS

In the fiscal year 1976, 239 projects were funded by EHA, Title VIB monies providing services for over 32,000 participants and employing 577 staff members. The following section includes an overview of the project staff and target population characteristics as well as how these projects were distributed by school terms. Seventy (70) of the funded projects were of a noninstructional nature; that is, teacher training, "Child-Find," and Special Education Instructional Materials Centers (SEIMCs).

Distribution of Projects by School Term

Districts were able to conduct projects for periods of time up to one year. Projects varied from district to district with respect to the number of weeks per year and hours per week the activity operated and the individual participated. Table 2 in appendix A describes this information for the 169 instructional projects. The distribution of projects by school year is described in appendix A table 3. The greatest number, 153, was conducted in the regular school year only.

Noninstructional Projects

Among the 239 projects receiving funding under EHA, Title VIB in the fiscal year 1976, 70 were of a noninstructional nature. Three of these projects were concerned primarily with the training of teachers and other specialists to improve staff skills needed in dealing with handicapped children. Approximately $100 thousand was budgeted to these projects. The greatest number of these projects (53) provided for Special Education Instruction Materials Centers (SEIMCs). The activities carried out at these centers included inservice training for teachers, introduction of promising techniques for dealing with handicapped children, provision of evaluation and instructional materials available to educate handicapped children, and the provision of computer-based resource units and training in the use thereof. The justification for this expenditure and the value of these centers are stated in the Regent's Position Paper #20.

> The Special Education Instructional Materials Centers (SEIMCs) system in New York State is a system which has great potential to provide support services to every area of the State, but the State needs to provide further fiscal support for the expansion of this network of centers. This expansion would provide many benefits to teachers such as computer-based resource units (a promising application of computer technology) as an aid to teachers in their planning of classroom management for individualizing instruction of children with handicapping conditions.[1/]

1/ Regent's Position Paper #20, p. 17.

Approximately $480,000 or 5 percent of all budgeted funds[2/] was directed to these centers. This money also supported 51 staff members. In addition, $23,500 was budgeted to curriculum review and development, $15,000 to support the New York State Educational Art Festival and $436,000 was budgeted to "Child-Find" projects. These projects had as their main goals the location and identification of handicapped youngsters not presently receiving treatment, the diagnosis of referred children and the design of educational programs to meet the need of these children. The importance of these "Child-Find" activities is repeatedly stressed in the Regents Position Paper #20.

> The local school district has the responsibility to provide adequate pupil services for early diagnosis, prescriptions, and other educational functions for handicapped children as soon as there is an awareness of handicapping condition. To facilitate early detection it is imperative that a system for collecting and maintaining medical information be developed.[3/]

Target Population Characteristics

The participation of handicapped children as reported here is a summary across all EHA, Title VIB projects excluding SEIMC, Child-Find, and other noninstructional projects which did not address a precisely delimited target population. A student who participated in more than one area of instruction was counted in each area in which he or she received services.[4/]

Participation by Instructional Area and Handicapping Condition

Project enrollment statistics were examined with reference to instructional or support area as well as target group handicapping condition. The data presented in appendix A table 4 displays the distribution of student participation in the treatment and service areas by the students' handicapping condition.

Illustration 4 displays the population by handicap. Of the 32,681 children that were to be served, the largest portion, 44 percent or 14,460, were classified as Emotionally Disturbed. The second largest category, Multiple Handicapped, was comprised of 5,534 pupils or 16.9 percent of the total number treated.

2/ FY 1975-76 funds plus FY 1974-75 carryover equals $9,797,809.
3/ Regent's Position Paper #20, p. 11
4/ The summaries are only reasonable estimates since complete evaluation and monitoring reports were not submitted by 43 of the projects in time to be included in this report.

Illustration 4

Participation by Handicapping Condition
(Instructional Project Count 32,681 1/)

Category	Number Of Participants	Percent
Emotionally Disturbed	14,460	44.2
Multiple Handicapped	5,534	16.9
Educable Mentally Retarded	3,517	10.8
Trainable Mentally Retarded	3,177	9.7
Physically Handicapped	1,895	5.8
Speech Impaired	1,673	5.1
Crippled	1,013	3.1
Visually Impaired	805	2.5
Hard of Hearing	607	1.9

Illustration 5 describes the distribution of participants by instructional or support service area. The Illustration shows that 19.26 percent (6,294) of all participants received treatment in reading.

1/ This represents a duplicated pupil count determined by counting each child in every area that provides service.

Illustration 5

Distribution of Participants[1/] by Instructional Area
(Duplicated Count = 32,681)

Cateogry	Number Of Participants	Percent
Reading	6,294	19.26
Mathematics	5,976	18.29
English Language Arts	5,295	16.20
Vocational/Occupational Education	4,652	14.23
Support Services	3,571	10.93
Health Education	1,687	5.16
Pupil Personnel Services	1,642	5.02
Speech	1,025	3.14
Other[2/]	994	3.04
Learning Disabilities[3/]	726	2.22
Social Studies	264	.81
Adult Development	177	.54
Science	175	.54
Cultural Enrichment	111	.34
Curriculum Development	92	.28
	32,681	

As was demonstrated in illustration 1, the largest single portion of funds budgeted to instructional projects went to the combined Speech/English Language Arts component activities. A breakdown of pupils in Speech/Language Arts components by handicapping condition is displayed in illustration 6.

1/ This figure does not include children served by SEIMC projects.
2/ Usually unspecified cognitive readiness related.
3/ Usually psychomotor related.

Illustration 6

Distribution of Participants in Speech/Language Arts by Handicap

(Base = 6,230--19.3% of 32,681)

Category	Number Of Participants	Percent
Emotionally Disturbed	1,556	24.6
Speech Impaired	1,135	18.0
Educable Mentally Retarded	1,135	18.0
Multiple Handicapped	1,117	17.7
Physically Handicapped	469	7.4
Hard of Hearing	318	5.0
Trainable Mentally Retarded	213	3.4
Visually Impaired	205	3.2
Crippled	172	2.7

The second most popular activity was reading with 6,294 participants followed by mathematics serving 18.3 percent of all participants. Illustration 7 provides a breakdown by handicapping condition of pupils who received remedial reading instruction. Nearly 78% of the reading participants were classified as Emotionally Disturbed.

Illustration 7

Distribution of Handicapped Pupils in Reading Instruction

(Base = 6,294--19.2% of 32,681)

Category	Number Of Participants	Percent
Emotionally Disturbed	4,898	77.8
Multiple Handicapped	715	11.4
Educable Mentally Retarded	266	4.2
Physically Handicapped	193	3.1
Visually Impaired	107	1.7
Trainable Mentally Retarded	45	.7
Hard of Hearing	44	.7
Crippled	18	.3
Speech Impaired	8	.1

Staff Characteristics

The instructional activities initiated by the districts indicated differing levels of staff specialization. Some positions required direct interaction with children, while other positions were supportive to instruction, serving to free specialists to carry on remedial activities with the children.

In the fiscal year 1975-76 EHA, Title VIB funds supported 577 positions in local education agencies. Approximately 36 percent of the total staff were teachers. Another 21 percent were teacher assistants and teacher aides. The data in table 5 in appendix A indicate the distribution of funded staff positions by general personnel categories and major activity of the project.

CHAPTER IV

ACHIEVEMENT IN READING AND MATHEMATICS

Norm-referenced reading and mathematics achievement data for handicapped project participants were examined. Scores collected on norm-referenced devices permitted comparisons of treatment group means to the norming population. Students in remedial reading and mathematics projects were often in the lowest quartile of a grade level distribution at the beginning of the treatments. The goal of these projects was to raise the group upward toward the midpoint, or 50th percentile, of the distribution.

Many treatments were not assessed by standardized devices. Education agencies often used locally constructed instruments, including check lists, rating scales, and similar devices. Data from these instruments cannot be aggregated in a meaningful way. Thus, achievement information is lacking for a large number of participants. In addition, complete evaluation reports for projects serving over 10,400 (31.8%) pupils were not submitted by the time this report was written ($3,644,188 or 32% of the total budgeted monies).[1/]

Handicapped pupils participating in projects received supplementary treatments in remedial reading and mathematics for varying lengths of time across the school year. Different commercially prepared standardized devices were administered before and after the treatments in the various school districts. For norm-referenced tests, most data for grades three and above were reported in grade equivalent units. Since different time periods elapsed between pretest and posttest administrations, all grade equivalent scores were translated into the target groups' rates of gain per month. The data were analyzed as a comparison between the pupil's achievement rate prior to the handicapped treatment intervention and during the period between testings.[2/] Pupils' past performance becomes their own "matched" control with this scheme.

Data from the norm-referenced reading and mathematics achievement tests were based on a relatively small proportion of handicapped pupils. Caution, therefore, should be exercised in examining these results. Inferences related to the entire population served cannot be made. These data must be considered representative of only those tested and reported herein.

The variety of project variables already considered served to make any across-project comparison extremely difficult. Title VIB projects varied in length of time between pre and posttesting, the grade levels tested and the instruments used for the testing. Participants were not selected on the basis of a pretest score but rather on the existence of a physical mental, or emotional handicap. Additionally, the reading and mathematics tests do not have norms that apply specifically to the various handicapped populations.

1/ See appendix C.

2/ This method does not account for the pretreatment change in rate by pupils who participated in prior years of treatment. The impact of the reported treatments is slightly depressed by such participants.

Reading Achievement

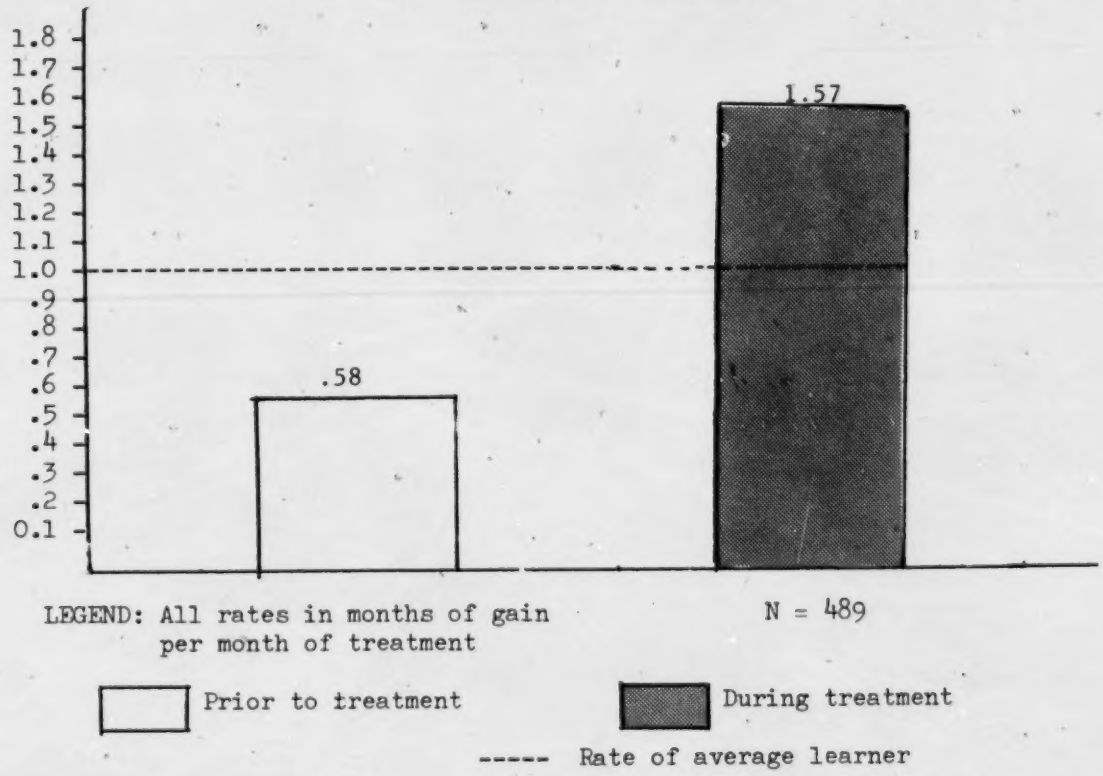
Means for 489 handicapped participants (279 elementary, 121 secondary, and 89 ungraded) tested in reading treatments lasting more than three months indicated achievement[3/] ranging from .84 to 3.28 months growth for each month of participation in Handicapped education projects.[4/]

The rates of gain in grade equivalent units for pupils were derived by the State from pretest and posttest means submitted by the local education agencies. The group means for the 489 tested participants (of 607 participants treated) indicated growth in reading of 1.57 months for every month of the handicapped project treatment. This rate is more than one-half month greater than the established rate of the average learner which is one month growth for each month of instruction. The rates for the combined elementary, secondary, and ungraded groups prior to intervention and during intervention are displayed in illustration 8.

The success of the 489 handicapped students as measured by norm-referenced reading tests indicated that not only had many students ceased falling behind their nonhandicapped peers, but in addition to gaining a month for a month they were also recovering the distance at a rate of .57 months in grade equivalent units for each month of handicapped population.

Illustration 8

Handicapped Reading Rate of Gain



3/ See appendix B table 6.

4/ Three months is the lower level of probable accuracy for grade equivalent scores in norm-referenced tests.

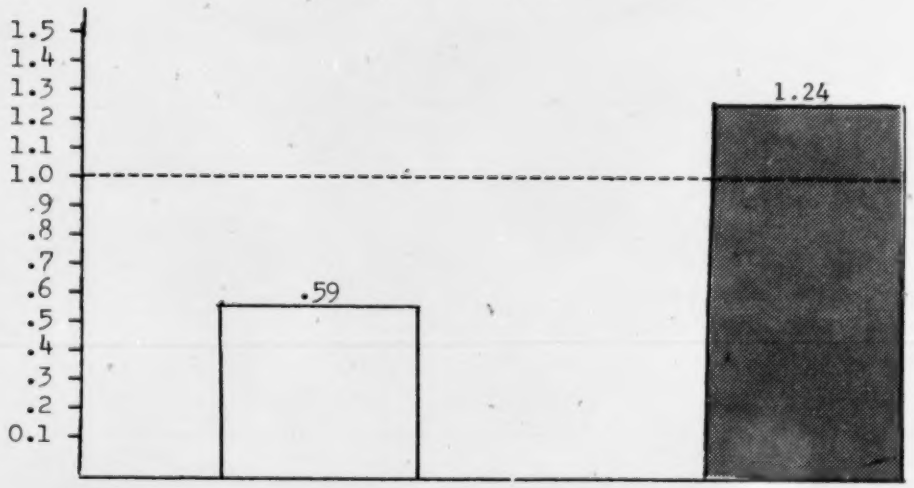
Mathematics Achievement

Achievement data for 283 tested pupils (out of 351 treated participants) are reported in table 7 in appendix B. Project group grade equivalents are summarized for grades one through three, four through six, seven through nine, and ten through twelve. The aggregated means for each of these groups, as well as the total combined group, indicate that the 283 tested participants achieved a growth rate significantly greater than the expected gain without supplementary treatment. Illustration 9 depicts the rate of growth for these handicapped participants served by the school districts.

Prior to remedial intervention the handicapped participants were falling behind their nonhandicapped peers at a rate of over .4 month for each month of regular school participation (1 minus .59 = .41). During instruction not only had the target population ceased falling behind at that rate, but it also showed a growth rate during treatment ranging from 1 month to 1.6 months for each month of treatment. The total group mean of growth was over 1.2 months.

Illustration 9

Handicapped Mathematics Rate of Gain



LEGEND: All rates in months of gain per per month of treatment.

N = 283

Prior to treatment

During treatment

----- Rate of average learner

For both reading and mathematics, only scores of pupils who had a pretest and a posttest were included in the local education agencies prepared analyses subsequently aggregated by the State. Such data indicated that pupils in remedial treatments moved closer to the average (nonhandicapped) pupil's performance.

The interpretations of the findings do not permit evaluators to claim that the Title VIB program in New York State was an unqualified success. Information on the achievement of many handicapped pupils was unavailable. It should be noted that there are features of the procedures applied to the data in this report which could produce a tendency to overestimate the effectiveness of the Title VIB program. However, many experts feel that no one factor would be expected to produce positive findings of the strength observed, and the possibility that all such factors had combined in their most extreme form to produce such apparently favorable results seems very remote.

APPENDIX A: Program Descriptor Data

Table 1

Monies Budgeted for Instructional and Support Services by Handicapping Condition

Treatment Handi.	Reading	Mathematics	English Language Arts	Speech	Sci.	Social Stud.	Learn. Disab.
TMR	$ 23,380	$ 5,138	$ 76,257				
EMR	121,294	67,067	356,838	$ 556			
VI	86,838	48,531	73,141	1,112	$34,037	$34,037	$ 36,031
HH	16,957	7,224	122,659	3,871			5,921
SI	3,590	3,590	174,517	50,089			
CPLD	3,277	3,277	60,537				
ED	1,146,548	1,050,370	376,834	154,280	16,239	20,436	54,064
PH	74,662	45,320	99,587	19,040		14,278	25,195
MH	335,902	172,290	459,624	5,862			135,249
Treat. Totals	$1,812,448	$1,402,807	$1,799,994	$234,810	$50,276	$68,751	$256,460

LEGEND

TMR - Trainable Mentally Retarded
EMR - Educable Mentally Retarded
VI - Visually Impaired
HH - Hard of Hearing
SI - Speech Impaired
CPLD - Crippled
ED - Emotionally Disturbed
PH - Physically Handicapped
MH - Multiple Handicapped

APPENDIX A

Table 1

(Continued)

Treatment Handi.	Vocation./ Occupa. Education	Health Education	Curric. Devel.	Adult Development	Cultur. Enrichment	Pupil Person. Servcs.	Support Servcs.	Other[1/]	Handicap Totals
TMR	$ 527,405	$ 3,015		$237,108			$ 21,604	$ 79,479	$ 973,386
EMR	30,863	27,029		1,759		$ 79,795	6,181	87,398	778,780
VI	8,004	6,125			$ 3,771	1,112	42,274	2,872	377,885
HH	3,743		$4,850	1,759		1,112	857	51,777	220,730
SI	2,933			1,759		29,296	857	8,291	274,922
CPLD	3,742	41,607				26,482	857	4,736	144,515
ED	71,880	20,831	2,507	54,534	40,435	287,292	106,328	82,225	3,484,803
PH	3,667	24,215		2,147		20,261	42,635	42,332	413,339
MH	552,097	64,322		5,273				285,402	2,016,021
Treat. Totals	$1,204,334	$187,144	$7,357	$304,339	$44,206	$445,350	$221,593	$644,512	$8,684,381

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1/ Usually psychomotor related.

APPENDIX A

Table 2

Average Length of Time Projects Operate

Session	Average Number of Weeks		Average Number of Hours/Week	
	Activity Operates	Individual Participates	Activity Operates	Individual Participates
Yearlong	52	52	37	12.5
Regular	40	38	21	12.5
Summer	7	7	35	11.0

Table 3

Distribution of Projects Operated by Session

Session	NYC	Upstate	Total
Yearlong		10	10
Regular	20	133	153
Summer	1	5	6
Total	21	148	169

APPENDIX A

Table 4

Distribution of Participants by Instructional Area and Handicapping Condition

Treatment Handi.	Reading	Mathematics	English Language Arts	Speech	Sci.	Social Stud.	Learn. Disab.
TMR	45	26	213	0	0	0	0
EMR	266	204	1,134	1	0	0	0
VI	107	159	203	2	120	120	0
HH	44	14	307	11	0	0	8
SI	8	8	780	355	0	0	0
CPLD	18	13	172	0	0	0	0
ED	4,898	4,705	960	596	45	45	155
PH	193	149	416	53	0	0	106
MH	715	698	1,110	7	0	0	457
Treatment Totals	6,294	5,976	5,295	1,025	175	264	726

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APPENDIX A

Table 4

(Continued)

Treatment Handi.	Vocation./ Occupa. Education	Health Education	Curric. Devel.	Adult Development	Cultur. Enrichment	Pupil Person. Servcs.	Support Servcs.	Other	Handicap Totals
TMR	2,405	76	0	109	0	0	139	164	3,177
EMR	44	645	0	1	0	471	576	178	3,517
VI	19	18	0	1	0	2	52	2	805
HH	13	0	45	1	0	2	32	133	607
SI	4	0	0	1	0	115	383	16	1,673
CPLD	5	229	0	0	0	100	459	17	1,013
ED	146	206	47	0	111	893	1,463	53	14,460
PH	5	355	0	61	0	59	467	56	1,895
MH	2,011	158	0	3	0	0	0	375	5,534
Treat. Totals	4,652	1,687	92	177	111	1,642	3,571	994	32,681

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APPENDIX A

Table 5

Distribution of Staff by General Personnel Categories

	Count of Staff			
Staff Categories	Pupil Treatment Project[1]	SEMIC	"Child-Find" / Other[2]	Total
Administrators	8	3	20	31
Teachers	9	2	200	211
Other Professionals	20	2	79	101
Classroom Para-professionals			57	57
Teacher Assistant (State Certified)	1	2	29	32
Teacher Aides		1	91	92
Other Paraprofessionals			13	13
Nonprofessionals	13	5	22	40
TOTAL	51	15	511	577

1/ Refers to projects with a delimited population of handicapped children and remedial treatment as the major activity.
2/ Includes also Resource Rooms and Teacher Training.

APPENDIX B: Achievement Data

Table 6

Handicapped Pupils Reading Achievement

Grade Interval	Participants		Monthly Rate Before Treatment	Monthly Rate During Treatment
	Treated	Tested		
1-3	226	185	.81	1.06
4-6	108	94	.42	.84
7-9	93	71	.64	2.11
10-12	83	50	.35	1.03
Ungraded	92	89	.33	3.28
Total	607	489	.58	1.57

Table 7

Handicapped Pupils Mathematics Achievement

Grade Interval	Participants		Monthly Rate Before Treatment	Monthly Rate During Treatment
	Treated	Tested		
1-3	188	153	.76	1.14
4-6	64	48	.53	1.05
7-9	41	31	.33	1.36
10-12	58	51	.29	1.65
Total	351	283	.59	1.24